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ABSTRACT

Categories of effective and ineffective behavior in regard to Goal Five of the Quality Education Program (regarding good citizenship) are listed. Both the rationales for areas of effective student behavior and the categories of teacher strategies are also included. (See TM 001 375 for project description.) (MS)

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BOOKLET 5
DESCRIPTION

QUALITY EDUCATION PROGRAM STUDY

GOOD CITIZENSHIP

PENNSYLVANIA
GOAL FIVE

AN ESEA TITLE III PROJECT
COORDINATED AND DIRECTED BY:
Office of the County Superintendent
Bucks County Public Schools
Division of Curriculum and Instruction
IN COOPERATION WITH:
The Pennsylvania Department of Education

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PUBLIC, PRIVATE, AND PAROCHIAL SCHOOLS

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For technical assistance with the Critical Incident Technique, data collection procedures, student and teacher behavioral specifications and related rationales.

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PREFACE

The Bucks County Schools have for some time been committed to improving the quality of the educational offerings for its youth. Characteristic of that commitment was the manner in which officials of the Pennsylvania Department of Education, Bucks County Public Schools, Luzerne County Public Schools, Allegheny County Public Schools, Penn-Trafford School District, Pittsburgh School District, and Erie School District joined together in 1966 to draft the proposal for the Quality Education Program Study (QEPS). Conceived as a complement to Pennsylvania's pioneering efforts to assess the quality of its schools, the study was designed to define and clarify the Ten Goals of Quality Education adopted by the State Board of Education in 1965.

The following booklet is a part of the story of how Q.E.P.S. went about its ambitious task, and the results of that effort. We trust this statement of the behavioral definitions for Pennsylvania's Ten Goals of Quality Education will serve as a guide for the evaluation and improvement of teaching and learning in the schools of the Commonwealth.

Dr. George E. Raab
County Superintendent
Bucks County Public Schools

INTRODUCTION

In recent years there has been an increased interest in goal definition in education. Most efforts toward the establishment and definition of goals seems to take the form of generalizations or descriptive statements. Little, if any, data is available concerning empirical methods for defining educational goals.

Until recently, the "Goals for Quality Education" were not defined in a coherent form. An analysis of this problem revealed that most stated goals have little exact meaning for the practicing educator. Frequently, goals are stated in such general terms that any educator could convince himself that these goals are the purpose that guide his program. Goals are statements of general educational intents. While it is not absolutely necessary for goals to be stated in performance terms, the more clearly these statements are described, the more readily we can develop valid indicators of pupil behavior.

The first step in constructing an instructional program centers upon the need for a set of objectives. An objective refers to the performance or change in behavior a pupil is to exhibit upon completion of instruction. Therefore, meaningful objectives should relate to the "Goals for Quality Education". If one is "to measure objectively the adequacy and efficiency" of educational programs, these objectives must be described in terms of not what the schools do, but in what children do. One must itemize the kinds of behavior that add up to the goals for quality education if we are ever to know how children progress toward the goals or how efficient an educational program may be in furthering such

progress. Specifying goals in this way poses practical problems.[1]

The formulation and adoption of Pennsylvania's Goals of Quality Education represents a major step toward the definition of the State's educational intents, making possible an assessment of its efforts toward the fulfillment of those intents. In an effort to further increase the utility of the goals to the practitioner and evaluator, the Quality Education Program Study was proposed to review, define, and clarify the Ten Goals. Funded in 1968 under E.S.E.A. Title III, Q.E.P.S. made a unique departure from the usual "armchair philosophy" or logical approach to goal definition by deciding to employ the Critical Incident Technique. This technique was used to collect empirical data to define the goals.

The QEPS staff collected critical incident data from teachers, students, and parents from various urban, suburban, and rural areas throughout the State. These data included both student behaviors indicative of achievement of the Ten Goals and teacher behaviors effective in helping students achieve these Goals.

The resulting descriptions or definitions for each of the Ten Goals include: (1) Student Behaviors, (2) Rationales or narrative explanations, and (3) Teacher Strategies. Also, for each Goal QEPS has developed needs assessment instruments to provide the practitioner with a mechanism to systematically gather information to assess its needs and assign priorities to those needs.

[1]Educational Testing Service. A Plan for Evaluating the Quality of Educational Programs in Pennsylvania. Volume One: The Basic Program. Princeton, New Jersey: ETS, Henry S. Dyer, Project Director, Chapter I, pages 1-4 (June 30, 1965).

It is hoped that the resulting products of three years of intensive work devoted to defining Pennsylvania's Ten Goals of Quality Education will provide various segments of the educational community with information and the means to continue to improve the quality of education for the students of Pennsylvania.

Raymond Bernabei
Assistant Superintendent
Bucks County Schools

Donald L. Wright
Project Director, Q.E.P.S.

PROJECT REPORTS

The following is a listing and brief description of the reports produced by the Quality Education Program Study:

Booklet A — Project Description
A description of the project including a background and overview and a detailed report of procedures used to collect, handle, and analyze the data. Includes an appendices.

Booklet B — General Needs Assessment
Instructions
General Needs Assessment Instrument for the Ten Goals.

Booklet C — Characteristics of Incidents and Their Reporters
Gives a tabulation of various characteristics of reporters for each category and sub-category of student behavior.

Goals One through Ten each have two reports. The first is a Description of the goals, containing three basic components: (1) the categories of student behavior, (2) rationales for the areas of effective student behavior, and (3) related teacher strategies. The second report is related to the Needs Assessment of that goal and contains: (1) Instructions, (2) the general needs assessment instrument for that goal, and (3) an analysis of instruments related to that goal. The booklets for the Ten Goals are:

	Goal One - Self Understanding
Booklet 1	Description
Booklet 1A	Needs Assessment
	Goal Two - Understanding Others
Booklet 2	Description
Booklet 2A	Needs Assessment
	Goal Three - Basic Skills
Booklet 3	Description
Booklet 3A	Needs Assessment

	Goal Four - Interest in School and Learning
Booklet 4	Description
Booklet 4A	Needs Assessment
	Goal Five - Good Citizenship
Booklet 5	Description
Booklet 5A	Needs Assessment
	Goal Six - Good Health Habits
Booklet 6	Description
Booklet 6A	Needs Assessment
	Goal Seven - Creativity
Booklet 7	Description
Booklet 7A	Needs Assessment
	Goal Eight - Vocational Development
Booklet 8	Description
Booklet 8A	Needs Assessment
	Goal Nine - Understanding Human Accomplishments
Booklet 9	Description
Booklet 9A	Needs Assessment
	Goal Ten - Preparation for a World of Change
Booklet 10	Description
Booklet 10A	Needs Assessment

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GOAL FIVE

QUALITY EDUCATION SHOULD HELP EVERY CHILD ACQUIRE THE HABITS AND ATTITUDES ASSOCIATED WITH RESPONSIBLE CITIZENSHIP.

"Of first importance among such habits and attitudes are (1) loyalty to the fundamental principles of a free democratic society as expressed through a readiness to defend its institutions, to bring rational criticism to bear on their defects, and to work for changes leading to their improvement, (2) effective participation in group activities by assuming the role of a leader or a follower as appropriate, (3) appreciation and acceptance of the necessity for earning a living, (4) acceptance of the basic ethical values that make group living possible--values characterized by such terms as honesty, fair dealing, and compassion for the less fortunate."[1]

[1]Educational Testing Service. A Plan for Evaluating the Quality of Educational Programs in Pennsylvania. Volume One: The Basic Program. Peinceton, New Jersey: ETS, Henry S. Dyer, Project Director, Chapter I, pages 1-4 (June 30, 1965).

SUMMARY OF THE AREAS OF EFFECTIVE BEHAVIOR

Goal 5: Quality education should help every child acquire the habits and attitudes associated with responsible citizenship.

1. STUDENT WAS AN INFORMED OR INTERESTED CITIZEN, OR BELIEVED IN THE DEMOCRATIC PROCESS, INCLUDING THE RIGHT TO DISSENT.

2. STUDENT DEMONSTRATED RESPECT FOR HIS COUNTRY, THE FLAG, OR PATRIOTIC SONGS.

3. STUDENT PERFORMED OR ORGANIZED CHARITABLE OR COMMUNITY WORK, OR GAVE TO CHARITY.

4. STUDENT SHOWED HE WAS SOLICITOUS OR CONCERNED ABOUT ANOTHER.

5. STUDENT AIDED A PERSON OR ANIMAL.

6. STUDENT HAD GOOD MANNERS.

7. STUDENT DEMONSTRATED THAT HE WAS A RESPONSIBLE PERSON (NOTE: NOT INCLUDED HERE ARE INSTANCES WHERE EMPHASIS IS ON THE STUDENT'S ORGANIZATIONAL ABILITY OR INITIATIVE, THE STUDENT WAS DEMONSTRATING A SENSE OF RESPONSIBILITY FOR A CLEAN ENVIRONMENT, OR THE STUDENT DID RELATIVELY MINOR CHORES TO HELP ANOTHER).

8. STUDENT WAS A GOOD GROUP OR TEAM MEMBER, OR HAD A SENSE OF FAIR PLAY.

9. STUDENT SHOWED RESPECT FOR RULES OR THE LAW (NOTE: EXCLUDED HERE ARE INSTANCES WHEN STUDENT DEMONSTRATED RESPECT FOR PROPERTY).

10. STUDENT SHOWED RESPECT OR CONCERN FOR PROPERTY, THE ENVIRONMENT, OR APPEARANCES.

11. STUDENT ORGANIZED ACTIVITIES OR PEOPLE, OR ACTED WHEN THE NEED AROSE.

Goal 5/Summary - Effective

0. MISCELLANEOUS.

0.1 Miscellaneous, Goal 5 Effective.

0.2 Miscellaneous, other than Goal 5 Effective.

Goal 5: Quality education should help every child acquire the habits and attitudes associated with responsible citizenship.

CATEGORIES OF EFFECTIVE BEHAVIOR

1. STUDENT WAS AN INFORMED OR INTERESTED CITIZEN, OR BELIEVED IN THE DEMOCRATIC PROCESS, INCLUDING THE RIGHT TO DISSENT.

   1.1 Student was an informed citizen or demonstrated an interest in being informed.

      1.1-1 Student indicated interest in or knowledge about world affairs.

      1.1-2 Student indicated interest in or knowledge about the workings of democratic procedures on the local, state, or national level.

   1.2 Student took a stand in favor of democratic principles (other than dissent or free speech).

   1.3 Student became informed about or participated in practical politics.

   1.4 Student, in the school setting, suggested or used democratic procedures (unless it was done primarily to maintain harmonious group relations).

      1.4-1 Student, during elections held in the school setting, suggested or used democratic procedures.

   1.5 Student used administration-approved procedures for securing certain requests, privileges (but did not simply follow a rule).

   1.6 Student demonstrated that he approved of peaceful dissent, free speech, etc.

      1.6-1 Student, by verbal statement, approved of peaceful dissent.

      1.6-2 Student, by verbal statement, defended the right, or registered approval, of free speech.

      1.6-3 Student, in dissenting, attended a meeting to present his views rather than using another, more disruptive method of registering protest.

      1.6-4 Student, in dissenting, started a petition.

      1.6-5 Student defended his own opinions even though they differed from the opinions of the majority.

Goal 5/Effective

1.7 Student, by miscellaneous verbal statements or action, demonstrated a positive attitude toward government, politics, democratic procedures, etc.

1.7-1 Student ran for school office.

Goal 5/Effective

2. STUDENT DEMONSTRATED RESPECT FOR HIS COUNTRY, THE FLAG, OR PATRIOTIC SONGS.

2.1 Student demonstrated respect for the flag.

2.3 Student was respectful or reminded others to be respectful during a patriotic song.

2.4 Student, by miscellaneous verbal statements or action, demonstrated a positive attitude toward America, its leaders, his hometown, etc.

Goal 5/Effective

3. STUDENT PERFORMED OR ORGANIZED CHARITABLE OR COMMUNITY WORK, OR GAVE TO CHARITY.

3.1 Student did volunteer work for a charitable organization, hospital fund-raising activity, etc.

3.4 Student organized or supervised and did volunteer work for a charitable organization or community activity.

3.5 Student contributed money or gifts for charity.

Goal 5/Effective

4. STUDENT SHOWED HE WAS SOLICITOUS OR CONCERNED ABOUT ANOTHER.

4.1 Student accepted in a social situation, one who was alienated socially or who normally was not accepted socially (including one who is ill at ease).

4.3 Student helped a new student or new group member, or made a new person feel at ease.

4.4 Student soothed, calmed, or reassured another in a situation involving potential emotional stress, or defended another against verbal or physical abuse or torment.

4.5 Student indicated, by verbal statement to a third party, that he was concerned about what happened or what would happen to another.

Goal 5/Effective

5. STUDENT AIDED A PERSON OR ANIMAL.

5.1 Student aided a handicapped person or one who was ill or hurt (excluding instances of acting in emergencies).

5.2 Student aided another by assuming the other's obligations or doing his work.

5.3 Student did or offered to do something for another.

5.3-1 Student gave academic help to another student.

5.3-2 Student, in a nonacademic activity or class such as gym, sewing, or shop, helped another.

5.3-3 Student, realizing a minor classroom task had to be done, offered to do it, or did it.

5.3-4 Student carried packages or books for a teacher or for another who needed the help.

5.3-5 Student mowed or volunteered to mow the lawn for another.

5.3-6 Student helped with housework or did household chores.

5.3-7 Student ran or offered to run errands for another.

5.3-8 Student offered to or did babysit (except when the offer results from an acute need).

5.3-9 Student helped another find a lost item or catch a loose animal.

5.3-10 Student helped someone, other than a handicapped person, cross the street.

5.4 Student aided or did a kind act for another in spite of previous discrimination or unkind behavior on the part of the other.

5.5 Student collected and/or contributed money for another student.

5.6 Student took care of animals or helped hurt animals.

Goal 5/Effective

6. STUDENT HAD GOOD MANNERS.

6.1 Student, who inadvertently had to change his plans, informed those concerned that plans were changed.

6.2 Student apologized for or acted in another way to rectify his inconsiderate behavior.

6.3 Student picked up items dropped by another (other than general litter).

6.4 Student was respectful, attentive, well-behaved, or quiet.

6.4-2 Student was diplomatic and courteous in his manner of disagreeing with the opinion of an authority figure.

6.5 Student attempted to influence others to be quiet, respectful, considerate, appreciative (other than in connection with the Pledge of Allegiance or National Anthem).

6.6 Student offered to give or did give up something of his to another who also needed or wanted it (unless the primary motive was to preserve harmonious relations).

6.7 Student practiced other generally accepted minor courtesies or social amenities.

6.7-1 Student performed acts associated with being a good host.

Goal 5/Effective

7. STUDENT DEMONSTRATED THAT HE WAS A RESPONSIBLE PERSON. (NOTE: NOT INCLUDED HERE ARE INSTANCES WHERE EMPHASIS IS ON THE STUDENT'S ORGANIZATIONAL ABILITY OR INITIATIVE, THE STUDENT WAS DEMONSTRATING A SENSE OF RESPONSIBILITY FOR A CLEAN ENVIRONMENT, OR THE STUDENT DID RELATIVELY MINOR CHORES TO HELP ANOTHER.)

7.1 Student demonstrated or stated that he or other students were willing to assume responsibility for their own behavior.

7.5 Student who forgot an assignment or form, or who knew he would not be present for a test or class, arranged for a rescheduling of the work involved.

7.7 Student prepared a class presentation in science or entered a science contest.

7.8 Student volunteered to bring interesting relevant supplementary materials to class.

7.9 Student did extra nonacademic work for class or school-related activities.

7.10 Student volunteered to prepare, decorate, make or take care of a bulletin board.

7.11 Student demonstrated in other ways that he cared about school or about doing well in school.

7.14 Student persevered in a job or task.

7.14-2 Student took on the job of safety patrol, cafeteria monitor, hall monitor, etc., and is apparently faithful to his job.

7.15 Student demonstrated in other miscellaneous ways that he is a responsible person or student.

Goal 5/Effective

8. STUDENT WAS A GOOD GROUP OR TEAM MEMBER, OR HAD A SENSE OF FAIR PLAY.

8.1 Student acted to maintain harmonious relations in a group.

8.1-1 Student suggested talking problems out rather than acting aggressively.

8.2 Student, not qualified to play a more desirable or leading role in a group effort, offered to or did contribute his services in a less visible or behind-the-scene way.

8.3 Student showed team spirit.

8.4 Student was a good sport (including instances in which he also played fairly).

8.4-1 Student, who lost, was good sport about it, and/or congratulated the winner.

8.5 Student demonstrated a sense of fair play.

8.5-1 Student abided by the rules of the game.

8.5-2 Student demonstrated a sense of fair play with respect to his own or other's work or property.

9. STUDENT SHOWED RESPECT FOR RULES OR THE LAW. (NOTE: EXCLUDED HERE ARE INSTANCES WHEN STUDENT DEMONSTRATED RESPECT FOR PROPERTY.)

9.1 Student, by verbal statement, defended school or other rules.

9.2 Student obeyed the teacher or school rules.

9.3 Student would not cheat or was honest (other than in a game or athletic contest).

9.5 Student reported to an authority figure that he had broken a rule.

9.9 Student reported others who were breaking school rules or other laws.

9.10 Student performed other acts which demonstrated a respect for rules or the law.

Goal 5/Effective

10. STUDENT SHOWED RESPECT OR CONCERN FOR PROPERTY, THE ENVIRONMENT, OR APPEARANCES.

10.1 Student found and returned lost or misplaced items.

10.6 Student influenced others to respect another's property.

10.7 Student incluenced others not to waste school supplies.

10.8 Student informed another of property damage (unless the critical element was the student's honesty).

10.9 Student did work to protect property (other than helping to control or put out a fire).

10.13 Student performed miscellaneous acts indicating he respected the property of another.

10.14 Student demonstrated a sense of personal responsibility for a clean environment.

10.14-1 Student cleaned up refuse or refrained from littering, or performed other minor clean-up chores in the school setting.

10.14-5 Student influenced others to be neat, ro clean up messes, or not to create messes.

10.15 Student was neat and/or orderly.

11. STUDENT ORGANIZED ACTIVITIES OR PEOPLE, OR ACTED WHEN THE NEED AROSE.

11.1 Student acted to prevent an injury or a more serious injury to a person.

11.2 Student acted to help control a fire, or to call the fire department.

11.3 Student informed another of a potentially hazardous condition or condition which could have caused inconvenience.

11.3-1 Student, who was acting as a safety patrol, explained to a child the dangers involved in not obeying the patrol.

11.4 Student broke up a fight.

11.5 Student, when teacher or authority figure was expected but not present, took over the class.

11.5-1 Student took over the class and handled it or organized the work.

11.5-2 Student took over the class and kept order or did other minor tasks.

11.6 Student organized and/or coordinated a group project (other than charitable or community action activities).

SUMMARY OF THE AREAS OF INEFFECTIVE BEHAVIOR

Goal 5: Quality education should help every child acquire the habits and attitudes associated with responsible citizenship.

1. STUDENT WAS NOT AN INFORMED OR INTERESTED CITIZEN, OR DID NOT BELIEVE IN CERTAIN DEMOCRATIC PROCEDURES, INCLUDING THE RIGHT TO DISSENT.

2. STUDENT DEMONSTRATED LACK OF RESPECT FOR HIS COUNTRY, THE FLAG, OR PATRIOTIC SONGS.

3. STUDENT DID NOT DO OR WAS NOT INTERESTED IN DOING CHARITABLE OR COMMUNITY WORK.

4. STUDENT SHOWED HE WAS NOT SOLICITOUS OR WAS NOT CONCERNED ABOUT ANOTHER.

5. STUDENT WOULD NOT HELP ANOTHER, OR THREATENED HARM TO, OR HARMED ANOTHER.

6. STUDENT DID NOT HAVE GOOD MANNERS.

7. STUDENT DEMONSTRATED THAT HE WAS NOT A RESPONSIBLE PERSON (NOTE: NOT INCLUDED HERE ARE INSTANCES WHEN A STUDENT LACKED A SENSE OF RESPONSIBILITY FOR A CLEAN ENVIRONMENT, WOULD NOT DO RELATIVELY MINOR CHORES TO HELP ANOTHER, OR MISBEHAVED OR DISTRACTED OTHERS IN THE CLASSROOM IN A RELATIVELY MINOR WAY).

8. STUDENT WAS A POOR GROUP OR TEAM MEMBER OR WAS NOT FAIR.

9. STUDENT SHOWED DISRESPECT FOR RULES OR THE LAW.

10. STUDENT SHOWED LACK OR RESPECT OR CONCERN FOR PROPERTY, THE ENVIRONMENT, OR APPEARANCES.

Goal 5/Summary - Ineffective

0. MISCELLANEOUS.

0.1 Miscellaneous, Goal 5 Ineffective.

0.2 Miscellaneous, other than Goal 5 Ineffective.

Goal 5. Quality education should help every child acquire the habits and attitudes associated with responsible citizenship.

CATEGORIES OF INEFFECTIVE BEHAVIOR

1. <u>STUDENT WAS NOT AN INFORMED OR INTERESTED CITIZEN, OR DID NOT BELIEVE IN CERTAIN DEMOCRATIC PROCEDURES, INCLUDING THE RIGHT TO DISSENT</u>.

1.1 Student was not an informed citizen, or demonstrated a lack of interest in being informed.

1.1-2 Student indicated a lack of interest in or knowledge about the workings of democratic procedures on the local, state, or national level.

1.2 Student took a stand against certain democratic procedures or principles contained in the Declaration of Independence, Constitution, or in common law.

1.4 Student, in the school setting, demonstrated a negative attitude toward the use of democratic procedures.

1.4-1 Student demonstrated a negative attitude toward elections held in the school setting.

1.7 Student, by miscellaneous verbal statements or action, demonstrated a negative attitude toward government, politics, democratic procedures, etc.

Goal 5/Ineffective

2. STUDENT DEMONSTRATED LACK OF RESPECT FOR HIS COUNTRY, THE FLAG, OR PATRIOTIC SONGS.

2.1 Student demonstrated lack of respect for the flag.

2.2 Student refused to salute the flag, because there were certain things about America which he did not like or of which he did not approve.

2.3 Student was disrespectful during the National Anthem or another patriotic song.

2.4 Student, by miscellaneous verbal statements or actions, demonstrated he did not have a positive attitude toward America, its leaders, etc.

Goal 5/Ineffective

3. STUDENT DID NOT DO OR WAS NOT INTERESTED IN DOING CHARITABLE OR COMMUNITY WORK.

   3.2 Student, after volunteering to do work for a charitable organization, hospital, or fund-raising activity, did not show up.

   3.3 Student indicated he was disinterested in a particular community-action project.

Goal 5/Ineffective

4. STUDENT SHOWED HE WAS NOT SOLICITOUS OR WAS NOT CONCERNED ABOUT ANOTHER.

   4.1 Student would not accept in a social situation one who was alienated socially or who normally was not accepted socially.

   4.2 Student was unkind or mean to another who was alienated socially.

   4.6 Student made cutting or mean remarks to or about another.

Goal 5/Ineffective

5. STUDENT WOULD NOT HELP ANOTHER, OR THREATENED HARM TO, OR HARMED ANOTHER.

5.3 Student would not do something for another person.

5.3-1 Student would not give academic help to another student.

5.3-4 Student would not carry packages or books for teachers or for others.

5.7 Student harmed or threatened harm to another (except when done in retaliation).

Goal 5/Ineffective

6. STUDENT DID NOT HAVE GOOD MANNERS.

6.1 Student, who inadvertently had to change his plans, did not inform those concerned that plans were changed.

6.2 Student would not apologize or otherwise rectify his inconsiderate behavior.

6.3 Student would not pick up items dropped by another (other than general litter).

6.4 Student was disrespectful, inconsiderate, or noisy (excluding disrespectful behavior to an authority figure after a reprimand for breaking a school rule).

6.4-1 Student was disrespectful to teacher (other than in retaliation for a previous act).

6.4-2 Student was undiplomatic or discourteous in his manner of disagreeing with an authority figure.

6.4-3 Student distracted or bothered others in the classroom, library, or study hall.

6.5 Student attempted to influence others to misbehave (other than urging others to continue fighting).

6.7 Student did not practice other generally accepted minor courtesies or social amenities.

Goal 5/Ineffective

7. STUDENT DEMONSTRATED THAT HE WAS NOT A RESPONSIBLE PERSON.
(Note: Not included here are instances when a student lacked a sense of responsibility for a clean environment, would not do relatively minor chores to help another, or misbehaved or distracted others in the classroom in a relatively minor way.)

7.1 Student was not willing to assume responsibility for his own behavior.

7.2 Student, unwilling to accept responsibility for his own behavior, accused or tried to implicate another.

7.3 Student would not break up a fight and urged others to continue fighting (unless he was a safety patrol).

7.4 Student demonstrated a negative attitude towards books, assignments, directions, etc.

7.4-1 Student would not do an assignment or did not complete the required assignment.

7.5 Student who forgot an assignment or form, or who could not be present for a test or class, did not make arrangements for a rescheduling of the work involved.

7.6 Student demonstrated a lack of responsibility in classroom work or participation.

7.6-1 Student was not prepared for class.

7.6-2 Student would not participate in class.

7.11 Student demonstrated he did not care about school.

7.11-1 Student did only the minimum required in order to get a passing grade or to graduate.

7.12 Student gave up rather than complete a project, test, or assignment and then performed additional inappropriate acts.

7.13 Student, in the classroom or school setting, acted in an inappropriate or immature way.

7.13-1 Student, unable to take criticism or unpleasant news, reacted in an immature manner.

7.14 Student did not carry out a job or task responsibly.

Goal 5/Ineffective

7.14-1 Student who was elected or appointed a leader (captain of team, class officer, etc.) did not fulfill the duties of the position or did them poorly.

7.14-3 Student took on the job of safety patrol, but did not do his job well.

Goal 5/Ineffective

8. STUDENT WAS A POOR GROUP OR TEAM MEMBER OR WAS NOT FAIR.

8.1 Student would not act to maintain harmonious relations in a group.

8.1-2 Student would not do his part in a group endeavor.

8.1-3 Student acted maliciously to undermine a group effort.

8.3 Student did not show team spirit.

8.4 Student was a poor sport.

8.4-1 Student, who lost, was not a good sport about it.

8.4-2 Student, who had received a low grade, was a poor sport about it.

8.5 Student demonstrated he lacked a sense of fair play.

8.5-1 Student would not abide by the rules of the game.

8.5-2 Student demonstrated a lack of sense of fair play with respect to his own or other's work or property.

8.5-3 Student accused another without having the facts to justify the accusation.

8.5-4 Student pushed in front of another in line.

8.6 Student retaliated against another for a previous act done to him or for an act done to one of his friends.

Goal 5/Ineffective

9. STUDENT SHOWED DISRESPECT FOR RULES OR THE LAW.

9.2 Student did not obey a school rule.

9.2-1 Student chewed gum or ate in class.

9.2-2 Student was late for class.

9.2-3 Student cut class or encouraged others to cut class, or left the building early.

9.2-4 Student would not obey the safety patrol.

9.2-5 Student would not transmit to parents or forged parent's signatures on a report card, note, etc.

9.3 Student cheated in his school work.

9.4 Student cheated and denied it.

9.5 Student, who did something wrong (other than cheating or stealing) denied doing it, or refused to acknowledge he had done so, or blamed another.

9.6 Student, after being reprimanded for breaking a school rule, was disrespectful to the authority figure.

9.7 Student broke a rule, the result of which could have been personal injury.

9.8 Student did a dishonest act for personal economic gain.

9.10 Student demonstrated in other ways a lack of respect for rules, the law, or an officer of the law.

Goal 5/Ineffective

10. STUDENT SHOWED LACK OF RESPECT OR CONCERN FOR PROPERTY, THE ENVIRONMENT, OR APPEARANCES.

10.2 Student took money, items, or material belonging to another.

10.3 Student stole an item and denied he had done so.

10.4 Student implied that stealing another's property was not wrong.

10.5 Student did not return a borrowed item, including school equipment.

10.10 Student was destructive of or defaced school or public property (other than textbooks or school magazines).

10.11 Student did not take proper care of textbooks or school magazines.

10.12 Student deliberately misused another's personal property.

10.13 Student showed in other ways that he did not respect the property of another.

10.14 Student demonstrated that he did not feel a sense of personal responsibility for a clean environment (excluding instances when a student failed to carry out an assigned task or to do his part in a group endeavor).

10.14-1 Student made messes or left litter.

10.14-2 Student would not clean up messes he created, and also shifted the mess to another's area.

10.14-3 Student made messes or left litter, and stated it was someone else's job to pick up his litter, area, etc.

10.14-4 Student refused or only reluctantly agreed to pick up litter, trash, etc., that was not his.

RATIONALE

Goal Five - Area 1

STUDENT WAS AN INFORMED OR INTERESTED CITIZEN, OR BELIEVED IN THE DEMOCRATIC PROCESS, INCLUDING THE RIGHT TO DISSENT.

Description

The student is a citizen. He expresses his role as a citizen on three levels: first, by learning about the citizen's role and by keeping himself informed on civic matters; second, by verbal or written expression of his beliefs and opinions; and third, by active participation in the civic process. Students indicate interest in or knowledge about world affairs, about the operation of government at national, state, and local levels, and about practical politics. They learn the theory of democracy. They give evidence of this interest and learning through verbal statements on government, politics, democratic procedures, free speech, and dissent. They use democratic procedures within the classroom in school elections, in securing privileges, and in dissent. They demonstrate their personal independence when they differ from the opinion of the majority.

Analysis

When the student becomes an interested citizen his relationships have extended beyond his home and play group. He has become aware of himself as a contributing member within a larger segment of humanity. He realizes that human interrelationships are patterned and that this pattern can be formalized and controlled. When he understands the democratic process, he understands that the control pattern can be established by the mutual consent of those to be controlled. When he understands dissent, he understands the value of minority rights and of freedom of expression.

When the student has moved frequently from one community and school to another, he may not really have experienced the democratic process,

RATIONALE

Goal Five - Area 1

or his family may not have remained long enough in one community to become voters, taxpayers, etc. Disinterest or lack of belief in democracy may result from general disillusionment or resentment harbored within a ghetto community. The student in any community may be influenced by the philosophy of either revolutionary or ultra conservative groups. The student's negative attitude may also be expression of resentment against all controls, or it may be personal pique because such procedures as school elections have not operated in his favor.

Application

The more the school operates as a democracy, the more opportunity students will have to understand and experience democratic processes. In primary grades pupils can learn to accept group choices and can realize that they may have to forego some of their own wishes. They learn the elective process through class and school elections. At junior and senior high school levels they can participate in mock elections of local, state, and national campaigns.

Field trips ranging from kindergarten walks to the firehouse to the twelfth grade trips to Washington give students opportunities to observe the civic process in action.

Students should have opportunities to read widely. Special newspapers and magazines are published for student use in the classroom. Other news magazines and papers should be available in the school library. Students should also be aware of other news media - radio, television, and films.

The right to dissent has become a serious consideration to

students. If they are used to classrooms where opinion may be expressed in a thoughtful way and where student opinion is given a share in decision making, they will be able to express dissent in constructive ways. Social studies teachers can point out the ways dissent has been expressed throughout history. Students can examine the great historical dissensions which became revolutions and determine whether society has evolved to the extent that similar results can be obtained with less violence--for example, comparing the winning of independence by the United States and by India. They can also examine how provision for dissent can be built into the orderly processes of government through such measures as the recall of governments, checks and balances, impeachment, etc.

Knowledge of specific civic processes can be incorporated into the curriculum both as special units of study in social studies courses, and as ongoing general awareness of civic happenings and the part the school plays in them. Effective discussions of local, state, and national events help to keep students aware of them. Planned activities such as observation of local government in action, or "mayor for a day" experiences give students an incentive for civic participation. Students should become aware of the civic activities of local political divisions such as city wards. They can begin to participate in the activities which surround election campaigns. While teachers must observe all legal and professional restrictions on partisanship, they should set an example as active, interested, participating citizens.

Within the classroom and the school itself, pupils should experience democratic procedures. Good experience is not achieved by simply

RATIONALE

Goal Five - Area 1

settling all disagreements by "let's vote on it". Classroom voting should be used as a learning experience. Prior to any vote the issue should be thoroughly discussed. Pupils should learn the value of minority opinion and dissent in the clarification of issues, and in the protection of minority rights. They should learn the use of concensus in the solving of disagreements. They should learn that in a vote or an election the losing side or candidate helps to make democracy work, and in this context plays as important a role as the winner does.

For further suggestions see also "Teacher Strategies" section of this booklet, Areas: 1, 2 and 6.

RATIONALE

Goal Five - Area 2

STUDENT DEMONSTRATED RESPECT FOR HIS COUNTRY, THE FLAG, OR PATRIOTIC SONGS.

Description

These behaviors are those in which students show respect for the flag by saluting it and by caring for it properly, are respectful during patriotic songs, and by miscellaneous verbal statements or action demonstrate a positive attitude toward the United States and its leaders.

Analysis

The student acquires his attitudes from his parents and other relatives, from his peers, from his experiences, and from the communications media. When the student demonstrates respect for his country and its symbols, he reflects the attitudes of those whom he wishes to emulate. When he displays these attitudes in contradiction to those of his peers, he demonstrates that he has absorbed a rationale for his behavior which enables him to uphold his ideals against conflicting pressures.

Application

Respect for the flag can be built by teaching what a flag is, the significance and uses of various types of flags, why nations have flags, how they have been used historically, how the United States flag has developed, what it represents, and how it should be cared for. All of these subjects can be colorfully illustrated with pictures and display of flags which are readily obtainable from the United Nations Organization, the Organization of American States, and patriotic organizations. Boy Scouts, Girl Scouts, and similar groups promote information on display and care of the flag. A school can obtain a flag which has flown over the United States Capitol by sending a request to a congressman. Service

RATIONALE

Goal Five - Area 2

Organizations will supply visual aids or conduct programs of various types which encourage the observance of Flag Day. The organizations also supply awards for the recognition of outstanding citizenship among students. Films and slides are available which describe the development and purposes of patriotic songs. Home display of the flag can be encouraged.

For further suggestions see also "Teacher Strategies" section of this booklet, Areas: 3, 9 and 10.

RATIONALE

Goal Five - Area 3

STUDENT PERFORMED OR ORGANIZED CHARITABLE OR COMMUNITY WORK, OR GAVE TO CHARITY.

Description

Included in this area are incidents concerning students who did volunteer work for a charitable organization or who helped in fund raising activities for such organizations. In some cases, students organized and supervised volunteer work for a charitable organization or community activity. In other cases the student contributed money or gifts to charities.

Analysis

Responsibility for one's fellow man is one of the highest forms of citizenship. To give of his own time, energy, and possessions for the welfare of others is evidence of a mature understanding of group responsibility. In measuring the quality of a student's participation, the questions are:

Is the student motivated by a true desire to be of service?

To what extent is he motivated by a desire for attention?

To what extent does he feel "forced" to participate?

To what extent is he motivated by a sense of competition with his schoolmates?

Is there any evidence of carryover into his expressed attitudes or his subsequent behaviors?

Application

Students of all ages and abilities can participate in community charities. When the school participates in a money collection for a community fund or other civic project, emphasis should not be on the amount of money collected, but on participation by each child even if his contribution is of necessity very small. However, the contribution should always

be voluntary on the part of the student. Competition which are used to draw attention to a worthy project, or to provide reinforcement for student effort have a valid existence, but if a student feels compelled to participate beyond his strength or to contribute beyond his means the competition becomes a destructive force. Students should be given opportunities to observe the results of their contributions so that they will understand the values of concerted community effort. Contributions of clothing or food or other items to charitable organizations which are non-profit and whose activities are non-denominational provide another source of participation. The school can encourage membership in organizations such as Boy Scouts which advocate the ideals of community participation. Students should learn to be discriminating in their choice of activities so that they participate in truly charitable or civic organizations.

In many communities students observe the volunteer efforts of adults such as volunteer fire departments and the volunteer and charitable work done by service clubs.

For further suggestions see also "Teacher Strategies" section of this booklet, Areas: 6, 7, 8 and 9.

RATIONALE

Goal Five - Area 4

STUDENT SHOWED THAT HE WAS SOLICITOUS OR CONCERNED ABOUT ANOTHER.

Description

Students demonstrate a one-to-one type of citizenship in their concern for each other. They do this by initiating social acceptance of one who is socially alienated, or who normally is not socially accepted, or who is ill at ease. They help a new student, or a new group member. A student may soothe, calm, or reassure another student in a situation involving emotional stress or physical pain. He may defend another against verbal or physical abuse or torment. He may state that he is concerned about what has happened or will happen to another.

Analysis

The student who is able to relate to another who is having social, emotional, or physical difficulty has an appreciation of the difficulties which the other student faces, and may have an empathy for his reactions to those difficulties. He may use his own experience as a basis for the counsel or consolation which he offers. The student who is experiencing the lack of social adjustment, or the emotional or physical trauma may respond more readily to the advice or sympathy given to him by a peer than he will to that offered by an adult.

Application

Certain aspects of class organization favor teaching children to rely upon each other. The familiar two-by-two line, buddy systems in the pool or on the playground, locker partners, or partnerships in the use of science, shop, or home economics equipment all give students opportunities to work cooperatively.

RATIONALE

Goal Five - Area 4

With increased emphasis on the integration of student bodies, larger numbers of children will be faced with the problem of adjusting to new schools and to new classmates. While large scale public relations programs will do much to help implement such change, there will still be large areas of student adjustment which can best be effected by cordial, supportive, one-to-one relationships among students. Hopefully, students who become sufficiently concerned about each other as individuals will be able to transpose this concern into an understanding of the problems of large groups within the community. With enough concerned individuals among the students, and enough concern for the adjustment of each student, individual and group tensions should proportionately diminish.

Within the class group sociometric techniques will help the teacher to locate the students who are not well accepted by the others. If the student is physically, mentally, or emotionally handicapped, the other pupils can be urged to include him in group activities. If the unaccepted student has personality traits which are offensive to the other students tactful means should be used to make him aware of these traits or characteristics and to help him to change them.

For further suggestions see also "Teacher Strategies" section of this booklet, Areas: 6, 8, 9 and 10.

RATIONALE

Goal Five - Area 5

STUDENT AIDED A PERSON OR ANIMAL.

Description

A student applies outgoing, interactive citizenship when he aids another. This assistance takes the form of aiding a handicapped person or one who is ill or hurt. A student also aids another by assuming the other's obligations or by doing his work. This kindness may be done in spite of previous discrimination or unkind behavior on the part of the other. Within the school this assistance takes various forms - academic help to another student, help in non-academic activities such as gym, sewing, or shop, help with minor classroom tasks, carrying books or packages for a teacher or another who needs the help. Out of school critical incidents were reported in which a student mowed or volunteered to mow the lawn for another, helped with the housework, or did household chores, ran or offered to run errands, did babysitting, helped to find lost items or animals. Incidents were also reported in which the student collected and/or contributed money for another, and in which the student took care of animals or helped hurt animals.

Analysis

As student matures and becomes less self-centered, he finds satisfaction in aiding others because:

It is a way of establishing contact with others.

He finds reinforcement in the gratitude of the other person or in the praise which he receives.

He enjoys the sense of generosity in giving of his knowledge or time or energy to help others.

He understands human interdependence.

RATIONALE

Goal Five - Area 5

Aid to animals is another evidence of his understanding of the interdependence of man and his environment.

Application

Students find many ways of helping each other both inside and outside of school. In some instances the help can be formalized - volunteers who regularly assist handicapped students, who take responsibility for initiating new students into school routines, who act as tutors.

A general atmosphere of courtesy and helpfulness throughout the school will do much to make students feel free to offer their assistance to fellow students and to adults. A home atmosphere of mutual helpfulness with an attitude of supportiveness toward neighbors will encourage a sense of service among young people.

Opportunities to observe classes for handicapped pupils or sheltered workshops for adults give students an appreciation of community and individual effort to give assistance to the handicapped. Participation in campaigns to aid the handicapped also reinforce this learning.

Care of animals can be emphasized in science classes and in informal experiences with the animals that students bring to school.

For further suggestions see also "Teacher Strategies" section of this booklet, Areas: 6, 7, 8, 9 and 10.

RATIONALE

Goal Five - Area 6

STUDENT HAD GOOD MANNERS.

Description

Students show citizenship through their consideration for others. These students are described as respectful, attentive, well-behaved, and quiet; and they attempt to influence others to be so. They are diplomatic and courteous when they must disagree with the opinion of an authority figure. They show consideration in many other ways; by giving up something to another who needs it, by apologizing for inconsiderate behavior, by informing others of changed plans, by a hospitable attitude, and even by small courtesies such as picking up something which someone else has dropped.

Analysis

In general, students respond to and conform to the general atmosphere of courtesy or lack of it within the school. Pupils are imitative and if they see a model of courtesy and respect practiced around them they will modify their own behavior. Part of the pupil's attitude is formed by the attitude of the community toward the school. To an extent the school and its personnel will receive the respect which they earn. If there are out-of-school forces which pressure students to reject the school and its personnel, students will be under conflicting pressures.

Application

The concept of "good manners" will be modified by the cultural milieu of the school clientele and by what is standard practice in the local community. Because Americans are a highly mobile people, the school

RATIONALE

Goal Five - Area 6

should prepare its students to behave acceptably in the ordinary situations which they are apt to meet. Much of this is informal and casual: an unwavering example of courtesy shown by teachers in their interaction with students, parents, and other teachers, and the requirement that pupils be courteous in their treatment of each other and respectful in their treatment of adults. If students learn good manners in the cafeteria, in audience situations, and on school buses, they will be prepared for a large number of situations.

More formal education occurs through areas of the curriculum: practice of such things as introductions and the orderly conduct of meetings in English classes, rules of etiquette in home-making classes, business manners in business education or social living courses.

For further suggestion see also "Teacher Strategies" section of this booklet, Areas: 6, 7, 9 and 10.

RATIONALE

Goal Five - Area 7

STUDENT DEMONSTRATED THAT HE WAS A RESPONSIBLE PERSON. (NOTE: NOT INCLUDED HERE ARE INSTANCES WHERE EMPHASIS IS ON THE STUDENT'S ORGANIZATIONAL ABILITY OR INITIATIVE. THE STUDENT WAS DEMONSTRATING A SENSE OF RESPONSIBILITY FOR A CLEAN ENVIRONMENT, OR THE STUDENT DID RELATIVELY MINOR CHORES TO HELP ANOTHER.)

Description

Behaviors described by the critical incidents in this area are those in which students behave responsibly in the school setting. Students show or state that they are willing to accept responsibility for their own behavior. They prepare class presentations, enter contests, bring relevant supplementary materials to class, or do extra non-academic work for class or school-related activities. When they know that they will not be present for a test or class, they arrange for rescheduling of the work involved. They volunteer to prepare, decorate, make, or take care of bulletin boards. When they take a job or task as safety patrol, cafeteria monitor, hall monitor, etc., they are faithful and persevere in it.

Analysis

To behave in a responsible manner the student needs to know what the expected behaviors are. He also needs to realize that in meeting school regulations and requirements he is not simply conforming to approved patterns or obeying authority figures, he is fulfilling a responsibility to himself. A mature student can contribute to the class work or the school image without necessarily having a "mark" or "grade" as a reward or reinforcement for his effort.

Application

Through group discussions and teacher encouragement students

RATIONALE

Goal Five - Area 7

can be informed that areas in which they have responsibility to themselves include:

Working to the best of their ability.

Acceptable behavior.

Completion of the academic work assigned to them, including homework.

School business details such as returning parental permission slips, buying lunch checks, bringing an excuse for absence, returning books in good condition, etc.

Regular attendance (except in case of legal absences).

Beyond these basic responsibilities they have responsibilities to their peers such as:

Performing a reasonable share of class or group work or projects.

Participation in student government.

Participation in school sponsored activities such as campaigns and athletic events.

Performing service activities such as service as safety patrols or hall monitors.

Caring for school property.

Some students have sufficient maturity to relate to adult roles and are able to assume the adult responsibilities in cases of emergency.

For further suggestions see also "Teacher Strategies" section of this booklet, Areas: 1, 4, 5, 6, 7, 9 and 10.

RATIONALE

Goal 5 - Area 8

STUDENT WAS A GOOD GROUP OR TEAM MEMBER, OR HAD A SENSE OF FAIR PLAY.

Description

Some students act as social catalysts. They influence the group to maintain harmonious relationships. Sometimes this influence is exerted unobtrusively. Sometimes it is an overt, positive action as when a student suggests that the group talk out a problem rather than resort to aggressive action. The student may show himself to be a good group member by accepting a subordinate role in a group effort, or by contributing his services in a supportive way. This quality is shown by the student who abides by the rules of the game and exhibits "good sportsmanship" and "fair play" in sports, in work, and in regard to property.

Analysis

To be a good group member a student needs to develop the qualities of leadership and of cooperation, along with the ability to accept and carry out responsibilities. He needs to be able to function as a leader when the group so chooses him, and to be a constructive follower when someone else is chosen as leader. For a sense of fair play he needs to have the ability to respect others and to accord them the rights and privileges he expects for himself. He needs also to be sufficiently respecting and outgoing that the group will treat him fairly and accord him his fair share.

Application

As soon as students develop the ability to interact cooperatively, which may be as early as four years old in a pre-school setting, they can begin to develop the qualities of good group membership. Work on

RATIONALE

Goal Five - Area 8

group projects in primary grades produces the sense of individual contribution to group accomplishment. The opportunities for group academic work or extra-curricular academic efforts such as school newspapers continue throughout the academic years. Team work through sports and playground activities fosters the sense of sportsmanship. All aspects of student government depend upon the abilities of students to act through group process.

Measurement of a child's interaction with his peers may be made both through informal observation and by keeping an anecdotal record of the way he functions in group situations. A profile of his group interaction can be analyzed in terms of the situations in which he is chosen as leader, or of his ability to accept the responsibilities which the leader or the group delegate to him. Sociometric techniques may be applied to analyze the group pattern to locate those pupils who need to develop group skills.

If each child is to develop both the ability to lead and the ability to cooperate, he must have opportunities to practice both roles. Therefore teachers and other faculty members should observe student groups carefully to determine the roles of students within the group. Teachers should have a good understanding of group dynamics. They should themselves experience planned group interaction so that they may adequately provide for students.

Helping the student become an effective group or team member may be approached both from a group and from an individual standpoint. Pupils need many experiences in group interaction. The teacher should work to-

ward a positive inclusion of all pupils in these group efforts. Discussions of the factors of group dynamics can be geared to the maturity level of the students. The use of typical incidents as stories which students may discuss or dramatize or as unfinished stories which they complete will give them opportunity to explore such questions as "How should a loser act" and "How should one feel about losing?" Pupils can learn the proper conduct of meetings by study, observation, and participation in formal class settings or in club groups. Evaluations and discussions of meetings provide opportunities for guidance for ineffective or too dominant chairmen or other officers.

When a student acts to undermine a group or to retaliate against it, it is necessary to find out how a student perceives the group and his relation to it. Once the student can express his self concept the teacher can determine how it varies from the group's concept of him. It may be possible to encourage the student to make changes to reach a better relationship with the group. It may also be necessary to work for the group appreciation of individual differences so that they will accept the student as he is.

For further suggestions see also "Teacher Strategies" section of this booklet, Areas: 1, 4, 5, 6, 7, 9 and 10.

RATIONALE

Goal Five - Area 9

STUDENT SHOWED RESPECT FOR RULES OR THE LAW. (NOTE: EXCLUDED HERE ARE INSTANCES WHEN STUDENT DEMONSTRATED RESPECT FOR PROPERTY.)

Description

Incidents reported here are those in which law abiding students accept and defend the school rules. They obey those rules which are made by the teacher. Also included are reports of incidents where students report their own infractions of rules and those of their school mates to an authority figure. They do not cheat and they accept the responsibility of honesty.

Analysis

Through the incidents in this area the student shows a mature understanding of values. He accepts his responsibility for personal honesty and for maintaining group observance of regualtions. He acts in accord with the values which he accepts.

Application

The teacher and the school administrator should keep rules to the minimum needed for smooth, efficient operation of the classroom and the school. Those rules which are made should whenever possible be made in cooperation with the faculty, the student body, and the community. The reasons for all rules should be well understood. Once rules are made they should be upheld although they should not be inflexible. Students should realize that the rules are made for the greatest good of the greatest number and that therefore maintaining the rule supersedes individual friendships. The students should be self-directive within the framework of the rules. Once students understand the necessity for rules to govern the conduct of individuals they can appreciate the reasons for laws and the

RATIONALE

Goal Five - Area 9

importance of observing them in fairness and justice to others.

For further suggestions see also "Teacher Strategies" section of this booklet, Areas: 1, 2, 4, 5 and 10.

RATIONALE

Goal Five - Area 10

STUDENT SHOWED RESPECT OR CONCERN FOR PROPERTY, THE ENVIRONMENT, OR APPEARANCES.

Description

Students show respect for the property rights of the individual. They find and return lost or misplaced items. They influence other students to respect another's property. Students also show that they value public property. They influence others not to waste school supplies, and they work to protect property. They demonstrate a responsibility for a clean environment. They are neat and orderly.

Analysis

If a student is to respect property rights he must have a sense of ownership. He needs to value and care for his own things. He needs to understand that others have the same rights of ownership that he has. He must then learn to share, and to understand that certain things are community property within the group and that each group member shares in the responsibility for their care and maintenance. This concept expands to that of public property belonging to all the taxpayers for which all the taxpayers, either individually or through public employees, have responsibility, and eventually to that of responsibility for the preservation of the environment which is shared by all humanity.

Application

Respect for property rights should be developed beginning with the student's earliest school experience. Each pupil should be provided with adequate space for storage of his own wraps and other belongings and as his own sense of possession develops he should be made aware that other pupils also have possessions and that there must be mutual respect for

RATIONALE

Goal Five - Area 10

each person's right to his belongings and to his space for storage.

With increased public interest in the preservation and improvement of the environment, more materials such as posters, film strips, and films will become available for use in the schools. Clean-up, Paint-up, Plant-up campaigns sponsored by community organizations are a familiar way of encouraging families and individuals to care for their immediate environment. Environmental teach-ins and Earth Day are concerted efforts by students and teachers to arouse public effort to improve the environment.

Students need to examine their own behavior in the light of its effect upon others. The teacher can give them this opportunity through discussion and dramatization of the type of situations which they may meet in the school such as finding money or articles, reporting incorrect test grades, reporting violations of safety or other rules by other pupils. In discussing or dramatizing such incidents as returning money or articles found in the community, they should also evaluate the problems which they may meet in so doing. Through such evaluations of behavior they can learn to value the rights of ownership above their own joy in found money or articles, and realize that the safety of the group is more important than retaining friendships.

It is important to make students aware of the possibility of very serious results from pranks such as throwing snowballs at cars, stoning buses or cars, or fighting on the sidewalks or streets. This may be done by collecting newspaper reports of such incidents, displaying, and discussing them.

RATIONALE

Goal Five - Area 10

There is currently much material available about the importance of care of the environment. In a more limited sense, students need to realize that an orderly, attractive, clean place to work and play is a safer, healthier, pleasanter way of life, and to put the appearance of a room above petty arguments as to who should do the job. Of course, the teacher should observe the behavior of the students to insure that some are not deliberately creating disorder for others to clean up.

For further suggestions see also "Teacher Strategies section of this booklet, Areas: 1, 4 and 10.

RATIONALE

Goal Five - Area 11

STUDENT ORGANIZED ACTIVITIES OR PEOPLE, OR ACTED WHEN THE NEED AROSE.

Description

Included in this area are instances in which the student's citizenship takes the form of acting on his own initiative in an emergency situation. Such action may be prevention of injury to another person. It may be action to control a fire or to call a fire department. Within the school environs students who act as safety patrols report potentially hazardous conditions. They also help to teach younger children to follow safety rules and to be cautious. Students may take positive action to break up fights. Student initiative is shown when a teacher or other authority figure is expected, but is not present, and a student takes over the class or other situation and organizes the work. Included also in this area are incidents in which a student organizes or coordinates a group project other than those which are charitable or community activities.

Analysis

Students become members of a functioning school group and begin to take action toward the maintenance of the group. This includes action to insure the safety of the group as a whole and of its individual members. It includes action to preserve the continuance of peaceful group relations, and to promote the extension of the influence of the group into the community.

Application

Students can take part in organizing the regular work of the class, including responsibilities such as checking roll, checking desks

and lockers for orderliness, beginning the class work, distributing papers, and collecting materials. Since the teacher is ultimately responsible, he should always make sure that such things are done accurately. Students can be given opportunities to practice the sorts of activities which must be done in emergencies. Such practice includes fire drill duties such as leading or ending the line, closing windows or doors, turning off lights, checking lavatories and similar duties during other simulated emergencies. Students may also be instructed in responsible behavior patterns to be followed in case of emergencies such as playground or street accidents. If pupils take such responsibilities under supervision or observe other pupils do so, they will not be hesitant to take responsibility when an emergency arises. The assignment of classroom duties and emergency responsibilities should be done in such a way that pupils and their parents realize that the assignment has an educational objective.

In some cases of community tension students need to determine where their responsibility lies or how their true responsibility can be effectively carried out. Students who carry a community fight into the school sometimes do so from a misdirected sense of responsibility to an ethnic or neighborhood group. Students should realize through group discussion and planning that the group, and each student as a contributing group member, has a responsibility for the maintenance of order and safety. This includes modifying his own conduct to insure his own safety and that of others, and exerting his own influence to encourage others to actively promote safery and order.

RATIONALE

Goal Five - Area 11

For further suggestions see also "Teacher Strategies" section of this booklet, Areas: 4, 5, 6, 7 and 9.

SUMMARY OF TEACHER STRATEGIES

Goal Five

1. TEACHER IN A GENERAL WAY TRIED TO TEACH STUDENTS ABOUT GOOD CITIZENSHIP.

2. TEACHER ENCOURAGED STUDENTS TO BE INFORMED AND PARTICIPATING CITIZENS.

3. TEACHER ENCOURAGED A STUDENT TO HAVE RESPECT FOR HIS COUNTRY, THE FLAG, PATRIOTIC SONGS, ETC.

4. TEACHER ENCOURAGED STUDENTS TO RESPECT THE ENVIRONMENT, PUBLIC OR SCHOOL PROPERTY, OR PROPERTY BELONGING TO OTHERS.

5. TEACHER TRIED TO INSTILL IN STUDENTS AN APPRECIATION OF THE RULES AND REGULATIONS OF SOCIETY AND SCHOOL.

6. TEACHER AIDED STUDENTS IN DEVELOPING SKILLS IN AND PROPER ATTITUDES FOR GROUP LIVING.

7. TEACHER ARRANGED FOR STUDENTS TO HAVE OR ACCEPT RESPONSIBILITY, LEADERSHIP POSITIONS, ETC.

8. TEACHER ENCOURAGED A STUDENT TO HELP OTHERS.

9. TEACHER SHOWED A PERSONAL OR FRIENDLY INTEREST IN A STUDENT.

10. TEACHER DEALT EFFECTIVELY WITH INAPPROPRIATE STUDENT BEHAVIOR.

TEACHER STRATEGIES

Goal Five

1. TEACHER IN A GENERAL WAY TRIED TO TEACH STUDENTS ABOUT GOOD CITIZENSHIP.

   1.1 Teacher discussed or taught about good citizenship and/or well-known persons who were good citizens.

   1.2 Teacher encouraged students to discuss the components of good citizenship.

   1.3 Teacher arranged for good citizenship contests, or arranged for students to enter these, or gave rewards on the basis of good citizenship.

   1.4 Teacher taught or explained about good sportsmanship, including teaching the rules or demonstrating how each gets a turn.

   1.5 Teacher discussed with students what they could do to show they were good sports.

2. TEACHER ENCOURAGED STUDENTS TO BE INFORMED AND PARTICIPATING CITIZENS.

   2.1 Teacher taught about voting, elections, citizens' responsibility for voting, etc., or had students get involved in the voting or election process.

   2.2 Teacher made students aware of the methods for expressing one's feelings in a democracy or in a school.

   2.3 Teacher discussed or had students discuss or debate controversial issues.

   2.4 Teacher had students conduct a discussion of school or local governmental problems, or other social problems.

   2.5 Teacher encouraged students to do work, research, etc., to learn more about the workings of our government.

3. TEACHER ENCOURAGED A STUDENT TO HAVE RESPECT FOR HIS COUNTRY, THE FLAG, PATRIOTIC SONGS, ETC.

   3.1 Teacher tried to get students to appreciate American history or heritage by teaching about it, by having field trips to historical places, or by encouraging students to take part in celebrations, ceremonies, etc.

   3.2 Teacher stressed or taught about or had a student do research about the meaning of the Pledge of Allegiance, the flag as a symbol, or the importance of respect for the flag.

TEACHER STRATEGIES

Goal Five

3.3 Teacher, when introducing certain patriotic songs to the class, used various methods to make them meaningful or interesting to the students.

3.4 Teacher, when a student had a negative attitude toward some aspect of society, discussed this with the student and/or refuted his arguments.

4. TEACHER ENCOURAGED STUDENTS TO RESPECT THE ENVIRONMENT, PUBLIC OR SCHOOL PROPERTY, OR PROPERTY BELONGING TO OTHERS.

4.1 Teacher discussed the individual's responsibility and concern for the environment.

4.2 Teacher stressed the students' responsibility for taking care of school property, or their responsibility to report damage done by others.

4.3 Teacher encouraged students to clean up the school grounds, household, park, etc.

4.4 Teacher punished a student for littering, not taking care of property, etc.

4.5 Teacher discussed why it is wrong to steal.

4.6 Teacher talked with a student who stole something.

4.7 Teacher, when student had a habit of taking things that weren't his, tried to break the pattern.

4.8 Teacher asked a suspected "taker" to help find a missing article, or asked entire class to help hunt for a missing article.

5. TEACHER TRIED TO INSTILL IN STUDENTS AN APPRECIATION OF THE RULES AND REGULATIONS OF SOCIETY AND SCHOOL.

5.1 Teacher assured or showed a formerly untrustworthy student that he trusted him.

5.2 Teacher pointed out the importance of coming to school on time or not being absent.

5.3 Teacher, when a student had a habit of being absent or tardy, attempted to break the habit.

5.4 Teacher encouraged students to follow safety rules and signs.

5.5 Teacher pointed out or discussed with students the value of rules and regulations.

5.6 Teacher pointed out the value of doing one's own work and/or the inappropriateness of cheating, copying, etc.

5.7 Teacher, because student was honest in reporting an error or because student agreed not to cheat in the future, did not punish the student.

6. TEACHER AIDED STUDENTS IN DEVELOPING SKILLS IN AND PROPER ATTITUDES FOR GROUP LIVING.

6.1 Teacher arranged opportunities for students to work in pairs or as a group.

6.2 Teacher discussed the individual's rights and responsibilities.

6.3 Teacher pointed out how important it is to respect the rights and feelings of others.

6.4 Teacher encouraged a student to respect everyone, even those who are different in some way (race, religion, etc.).

6.5 Teacher showed concern for the needs and feelings of others.

6.7 Teacher talked with a student about his inappropriate behavior and pointed out its negative effect on his peers and/or the teacher, or the potential positive effect of a change in behavior.

6.8 Teacher, when one person (known or unknown) did something wrong, talked with the entire class about the inappropriate behavior.

6.9 Teacher, when two students were fighting, quarreling, etc., acted as mediator or arbitrator, or discussed the situation with both, or encouraged the two to discuss it between themselves.

7. TEACHER ARRANGED FOR STUDENTS TO HAVE OR ACCEPT RESPONSIBILITY, LEADERSHIP POSITIONS, ETC.

7.1 Teacher attempted to use a democratic approach with a class, including letting students form their own groups, make decisions about each member's function, etc.

7.2 Teacher discussed with a student the best way of dealing with school administration, or presented the student's position to the administration.

7.3 Teacher arranged for class members to have certain responsibilities in the class, school, on school trips, etc.

7.4 Teacher asked or allowed a student to perform a task, chores, etc.

7.5 Teacher gave a student a leadership or authority position, or urged the student try to obtain a leadership position in the school.

7.6 Teacher asked or allowed one or more students to take the role of teacher.

7.7 Teacher stressed the qualities one should have as a leader, or as one who has a position of responsibility.

7.8 Teacher, when student had a habit of misbehaving in a certain way or in a certain situation, assigned him a task or responsibility in this same area.

7.8-1 Teacher appointed a student who was a discipline problem to be a member of the Safety Patrol, Snow Patrol, etc.

7.9 Teacher arranged for the student himself to demonstrate that certain of his actions, skills, attitudes, etc., were in need of improvement.

7.10 Teacher arranged for or encouraged self-evaluation by a student.

7.11 Teacher, by word or action, stressed the individual's assuming the responsibility for certain actions or activities.

8. TEACHER ENCOURAGED A STUDENT TO HELP OTHERS.

8.1 Teacher encouraged or arranged for a student to help another student.

8.2 Teacher, when a student was being noticeably ignored or maltreated by other students, encouraged the other students to interact with, be considerate of, etc., the lone student.

8.3 Teacher encouraged a student to do community or charitable work.

9. TEACHER SHOWED A PERSONAL OR FRIENDLY INTEREST IN A STUDENT.

9.1 Teacher showed more than the expected amount of personal interest in a student who was in need of attention.

9.2 Teacher talked to, was kind to, was friendly with, or showed an interest in a student.

9.3 Teacher praised or complimented a student, recognized his contribution, encouraged him positively, etc.

Goal Five

9.3-1 Teacher praised or encouraged a student on his entry for a competition, his effort for a public or school performance or display, etc.

9.4 Teacher avoided forcing a student to do something and allowed the student to decide himself when he would join the activities.

9.5 Teacher encouraged or tried to convince a student to use his talents appropriately.

9.6 Teacher recognized a particular interest or inclination in a student and suggested he pursue this interest.

10. TEACHER DEALT EFFECTIVELY WITH INAPPROPRIATE STUDENT BEHAVIOR.

10.1 Teacher denied a student certain privileges or threatened him with denial if he misbehaved.

10.2 Teacher had a talk with a student about his inappropriate behavior.

10.3 Teacher had a male teacher speak to a student.

10.4 Teacher sent or took a student to the principal's office.

10.5 Teacher refrained from comment or other response to misbehavior

10.6 Teacher allowed partial, nonconforming behavior on the part of a student.

10.7 Teacher, when a student had a habit of acting or reacting negatively toward a certain thing, group, etc., gave him or the class an assignment to find out more in this area, or arranged for him to be exposed to knowledge in this area.

10.8 Teacher assigned special work, projects, or reports to a student who was a behavior problem or who had problems with his peers.

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BOOKLET 5–A
NEEDS ASSESSMENT

QUALITY EDUCATION PROGRAM STUDY

GOOD CITIZENSHIP

PENNSYLVANIA
GOAL FIVE

AN ESEA TITLE III PROJECT
COORDINATED AND DIRECTED BY:
Office of the County Superintendent
Bucks County Public Schools
Division of Curriculum and Instruction
IN COOPERATION WITH:
The Pennsylvania Department of Education

JUNE 1971

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PUBLIC, PRIVATE, AND PAROCHIAL SCHOOLS

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For technical assistance with the Critical Incident Technique, data collection procedures, student and teacher behavioral specifications and related rationales.

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PREFACE

The Bucks County Schools have for some time been committed to improving the quality of the educational offerings for its youth. Characteristic of that commitment was the manner in which officials of the Pennsylvania Department of Education, Bucks County Public Schools, Luzerne County Public Schools, Allegheny County Public Schools, Penn-Trafford School District, Pittsburgh School District, and Erie School District joined together in 1966 to draft the proposal for the Quality Education Program Study (QEPS). Conceived as a complement to Pennsylvania's pioneering efforts to assess the quality of its schools, the study was designed to define and clarify the Ten Goals of Quality Education adopted by the State Board of Education in 1965.

The following booklet is a part of the story of how Q.E.P.S. went about its ambitious task, and the results of that effort. We trust this statement of the behavioral definitions for Pennsylvania's Ten Goals of Quality Education will serve as a guide for the evaluation and improvement of teaching and learning in the schools of the Commonwealth.

Dr. George E. Raab
County Superintendent
Bucks County Public Schools

INTRODUCTION

In recent years there has been an increased interest in goal definition in education. Most efforts toward the establishment and definition of goals seems to take the form of generalizations or descriptive statements. Little, if any, data is available concerning empirical methods for defining educational goals.

Until recently, the "Goals for Quality Education" were not defined in a coherent form. An analysis of this problem revealed that most stated goals have little exact meaning for the practicing educator. Frequently, goals are stated in such general terms that any educator could convince himself that these goals are the purpose that guide his program. Goals are statements of general educational intents. While it is not absolutely necessary for goals to be stated in performance terms, the more clearly these statements are described, the more readily we can develop valid indicators of pupil behavior.

The first step in constructing an instructional program centers upon the need for a set of objectives. An objective refers to the performance or change in behavior a pupil is to exhibit upon completion of instruction. Therefore, meaningful objectives should relate to the "Goals for Quality Education". If one is "to measure objectively the adequacy and efficiency" of educational programs, these objectives must be described in terms of not what the schools do, but in what children do. One must itemize the kinds of behavior that add up to the goals for quality education if we are ever to know how children progress toward the goals or how efficient an educational program may be in furthering such

progress. Specifying goals in this way poses practical problems.[1]

The formulation and adoption of Pennsylvania's Goals of Quality Education represents a major step toward the definition of the State's educational intents, making possible an assessment of its efforts toward the fulfillment of those intents. In an effort to further increase the utility of the goals to the practitioner and evaluator, the Quality Education Program Study was proposed to review, define, and clarify the Ten Goals. Funded in 1968 under E.S.E.A. Title III, Q.E.P.S. made a unique departure from the usual "armchair philosophy" or logical approach to goal definition by deciding to employ the Critical Incident Technique. This technique was used to collect empirical data to define the goals.

The QEPS staff collected critical incident data from teachers, students, and parents from various urban, suburban, and rural areas throughout the State. These data included both student behaviors indicative of achievement of the Ten Goals and teacher behaviors effective in helping students achieve these Goals.

The resulting descriptions or definitions for each of the Ten Goals include: (1) Student Behaviors, (2) Rationales or narrative explanations, and (3) Teacher Strategies. Also, for each Goal QEPS has developed needs assessment instruments to provide the practitioner with a mechanism to systematically gather information to assess its needs and assign priorities to those needs.

[1] Educational Testing Service. A Plan for Evaluating the Quality of Educational Programs in Pennsylvania. Volume One: The Basic Program. Princeton, New Jersey: ETS, Henry S. Dyer, Project Director, Chapter I, pages 1-4 (June 30, 1965).

It is hoped that the resulting products of three years of intensive work devoted to defining Pennsylvania's Ten Goals of Quality Education will provide various segments of the educational community with information and the means to continue to improve the quality of education for the students of Pennsylvania.

Raymond Bernabei
Assistant Superintendent
Bucks County Schools

Donald L. Wright
Project Director, Q.E.P.S.

PROJECT REPORTS

The following is a listing and brief description of the reports produced by the Quality Education Program Study:

Booklet A — Project Description
A description of the project including a background and overview and a detailed report of procedures used to collect, handle, and analyze the data. Includes an appendices.

Booklet B — General Needs Assessment Instructions
General Needs Assessment Instrument for the Ten Goals.

Booklet C — Characteristics of Incidents and Their Reporters
Gives a tabulation of various characteristics of reporters for each category and sub-category of student behavior.

Goals One through Ten each have two reports. The first is a Description of the goals, containing three basic components: (1) the categories of student behavior, (2) rationales for the areas of effective student behavior, and (3) related teacher strategies. The second report is related to the Needs Assessment of that goal and contains: (1) Instructions, (2) the general needs assessment instrument for that goal, and (3) an analysis of instruments related to that goal. The booklets for the Ten Goals are:

	Goal One - Self Understanding
Booklet 1	Description
Booklet 1A	Needs Assessment
	Goal Two - Understanding Others
Booklet 2	Description
Booklet 2A	Needs Assessment
	Goal Three - Basic Skills
Booklet 3	Description
Booklet 3A	Needs Assessment

	Goal Four - Interest in School and Learning
Booklet 4	Description
Booklet 4A	Needs Assessment
	Goal Five - Good Citizenship
Booklet 5	Description
Booklet 5A	Needs Assessment
	Goal Six - Good Health Habits
Booklet 6	Description
Booklet 6A	Needs Assessment
	Goal Seven - Creativity
Booklet 7	Description
Booklet 7A	Needs Assessment
	Goal Eight - Vocational Development
Booklet 8	Description
Booklet 8A	Needs Assessment
	Goal Nine - Understanding Human Accomplishments
Booklet 9	Description
Booklet 9A	Needs Assessment
	Goal Ten - Preparation for a World of Change
Booklet 10	Description
Booklet 10A	Needs Assessment

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NEEDS ASSESSMENT INSTRUMENTS

General — The general needs assessment instrument is comprised of sixty-three (63) area behavioral statements which encompass all of the Ten Goals of Quality Education. These area statements capsulize the various behaviors of the category scheme derived from student behaviors reported by teachers, parents and students.

Individual — The individual needs assessment instrument is a compilation of the behavior statements taken from the category scheme. These phrases or statements have been edited to accommodate their usage by elementary age children. (The individual needs assessment will be found for the appropriate goal in booklets 1A through 10A).

Test Instrument — The test instruments are a compilation of available tests relating to the Ten Goals of Quality Education. (The test instruments will be found for the appropriate goal in booklets 1A through 10A).

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PURPOSE OF NEEDS ASSESSMENT INSTRUMENTS

General

The general needs assessment instrument can provide the means for a school district to assess its needs relative to the Ten Goals of Quality Education. The need for such assessment may be generated as a result of the Pennsylvania State Quality Assessment Program, or a self-initiated need to identify strengths of the educational program or to identify areas in which greater concentration may be deemed advisable. This instrument could also serve as a medium to acquaint constituents (parents and students) with the Goals of Quality Education.

Individual

The individual needs assessment instrument is designed primarily for student use, under the direction of the teacher. The purpose would be the individual student assessment of his behavior relating to the specific behavioral categories of one or more of the Goals of Education.

HOW TO USE THE GENERAL NEEDS ASSESSMENT INSTRUMENTS

General

This instrument is designed for parent, student, teacher and administrative use, or any combination of these.

The instrument included in this booklet has a rating scale from "most important" through "least important" with accompanying numerals five (5) through one (1). For illustrative purposes, let us assume a school district would request a community group to identify (in their opinion) the most important things the school is or should be accomplishing.

The group would be instructed to read the statement in bold print and the clarifying material below. They should then determine the importance of the area by placing a check above the number representing the priority they consider appropriate in that area. Tabulation would consist merely of adding the total scores for each area. The areas having the highest total score would reflect the group's priority relating to the school program.

Another approach for the use of this instrument would be to transcribe each statement and explanation on separate cards. This would allow the user to sort the items into priority stacks. Five envelopes could be provided and labeled "most important" through "least important".

There are some advantages to using cards. If the school district would utilize the instrument with several groups, or more than once with one group, the cards can be used and reused since no pencil checking is involved. A "free sort" would

simply require the placing of the cards in the appropriately labeled envelope and the tabulation would be the same as the check list tabulation. This "free sort" method might be desirable to compare priority ratings of different groups.

If a district desires, it can structure the sorting process by a "forced sort". The "forced sort" could require equal numbers of cards in each priority envelope or specify a number not to be exceeded in the "most important" and "least important" envelopes and let the others fall somewhere in the three remaining categories of "important", "average importance" or "marginal importance". The "forced sort" would force a few, manageable, top priority items for the school district to determine a course of action to pursue.

School districts may want to compare goal priorities of college oriented parents vs. another group or the school staff itself. Obviously, discretion must be practiced if comparisons are to be made outside of the school community.

The above illustrations allow school districts flexibility for local uses and needs. They are simply illustrations. Local districts may create innovative approaches with the material for their own use.

GENERAL NEEDS ASSESSMENT INSTRUMENT

GOAL FIVE - GOOD CITIZENSHIP

Quality Education should help every child acquire the habits and attitudes associated with responsible citizenship.

	1 Least Important	2 Marginal Importance	3 Average Importance	4 Important	5 Most Important
Area 1 - IS INFORMED; USES DEMOCRATIC PROCESSES; APPROVES RIGHT TO DISSENT. Shows interest or knowledge about world affairs, local, state or national politics; uses or suggests democratic procedures in school elections or group relations. Approves of peaceful disagreement, demonstration, free speech, etc.; defends opinions, presents views, signs a petition.	1	2	3	4	5
Area 2 - SHOWS RESPECT FOR FLAG AND COUNTRY. Shows respect for the flag, America, its leaders; reminds others to be respectful.	1	2	3	4	5
Area 3 - IS CHARITABLE OR DOES COMMUNITY WORK. Gives money; volunteers for work or organizes groups to help others.	1	2	3	4	5
Area 4 - SHOWS CONCERN FOR OTHERS. Helps a new student feel at ease; takes another's part; cares about what happens to another.	1	2	3	4	5

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GOAL FIVE - GOOD CITIZENSHIP

	1 Least Important	2 Marginal Importance	3 Average Importance	4 Important	5 Most Important
Area 5 - HELPS OTHERS. Helps someone ill, hurt or handicapped; does or offers to do something for others; does kind things for others.	1	2	3	4	5
Area 6 - HAS GOOD MANNERS. Apologizes for poor behavior; is respectful to others; pays attention, practices good manners and encourages others to do the same.	1	2	3	4	5
Area 7 - DEMONSTRATES RESPONSIBILITY. Makes a good class presentation; makes up work and tests missed while absent; brings materials in relating to class work; takes job in safety patrol, hall monitor, etc.	1	2	3	4	5
Area 8 - SHOWS TEAM SPIRIT - FAIR PLAY. Suggests talking out problems; plays fairly; obeys the rules; is a good sport, congratulates the winner.	1	2	3	4	5
Area 9 - SHOWS RESPECT FOR LAW, RULES, REGULATIONS. Obeys teacher and school rules; reports those breaking rules or laws; does not cheat; reports himself for breaking a rule.	1	2	3	4	5

GOAL FIVE - GOOD CITIZENSHIP

	1 Least Important	2 Marginal Importance	3 Average Importance	4 Important	5 Most Important
Area 10 - SHOWS RESPECT FOR PROPERTY AND ENVIRONMENT.	1	2	3	4	5
Turns in found items; is careful not to litter and reminds others; does not waste school materials; respects property of others.					
Area 11 - ASSUMES RESPONSIBILITY WHEN NEED ARISES.	1	2	3	4	5

HOW TO USE THE INDIVIDUAL NEEDS ASSESSMENT INSTRUMENT

This instrument is designed for self-evaluation or assessment by students. The teacher may select one of the ten Goals of Quality Education, distribute the instrument for that Goal and request the students to place a check above the corresponding number representing "always" through "never". Evaluation of the check lists would reveal the individual strengths and weaknesses relative to a particular Goal.

Those behaviors receiving low scores would indicate both to the student and teacher behavioral goals to which the student should aspire. Pursuit of these goals could entail teacher-student planning of mini-units of study or projects to bring about the desired behavior. On the basis of this, teachers could collaborate on developing units of study or projects to accommodate those students who scored low on the various behavioral items.

INDIVIDUAL NEEDS ASSESSMENT INSTRUMENT

GOAL FIVE - GOOD CITIZENSHIP

Quality Education should help every child acquire the habits and attitudes associated with responsible citizenship.

	Never	Seldom	Usually	Often	Always
	1	2	3	4	5
Area 1 - IS INFORMED; USES DEMOCRATIC PROCESSES; APPROVES RIGHT TO DISSENT.					
1.1 Keeps informed on what is going on in his community, the nation, and the world.	___ 1	___ 2	___ 3	___ 4	___ 5
1.2 Is in favor of our democracy.	___ 1	___ 2	___ 3	___ 4	___ 5
1.3 Keeps informed about or takes part in politics.					
1.4 Suggests doing things in a democratic way, during elections in the school.	___ 1	___ 2	___ 3	___ 4	___ 5
1.5 Goes about obtaining certain requests in a way approved of by school officials.	___ 1	___ 2	___ 3	___ 4	___ 5
1.6 Shows that he is in favor of peaceful protest, free speech, etc.	___ 1	___ 2	___ 3	___ 4	___ 5
1.7 Runs for school office.	___ 1	___ 2	___ 3	___ 4	___ 5

INDIVIDUAL NEEDS ASSESSMENT INSTRUMENT

GOAL FIVE - GOOD CITIZENSHIP

		Never	Seldom	Usually	Often	Always
		1	2	3	4	5
Area 2 - SHOWS RESPECT FOR FLAG AND COUNTRY.						
2.1	Demonstrates respect for American flag.	___	___	___	___	___
2.3	Is respectful during a patriotic song.	___	___	___	___	___
2.4	Says he supports America, its leaders, etc.	___	___	___	___	___
Area 3 - IS CHARITABLE OR DOES COMMUNITY WORK.						
3.1	Does volunteer work for a charity, hospital, money-raising activity, etc.	___	___	___	___	___
3.5	Contributes money or gifts for charity.	___	___	___	___	___
Area 4 - SHOWS CONCERN FOR OTHERS.						
4.1	Accepts one who is not normally accepted socially.	___	___	___	___	___
4.3	Helps new student or makes him feel at ease.	___	___	___	___	___
4.4	Calms one who is upset, or protects him from name-calling or physical harm.	___	___	___	___	___
4.5	Tells a third person that he cares what will happen to another.	___	___	___	___	___

INDIVIDUAL NEEDS ASSESSMENT INSTRUMENT

GOAL FIVE - GOOD CITIZENSHIP

	Never	Seldom	Usually	Often	Always
	1	2	3	4	5
Area 5 - HELPS OTHERS.					
5.1 Helps a handicapped person who is ill or hurt.	___ 1	___ 2	___ 3	___ 4	___ 5
5.2 Helps another by doing that person's work.	___ 1	___ 2	___ 3	___ 4	___ 5
5.3 Does or offers to do something for another.	___ 1	___ 2	___ 3	___ 4	___ 5
5.4 Does a kind act for another even though that person has been unkind to him in the past.	___ 1	___ 2	___ 3	___ 4	___ 5
5.5 Collects and/or gives money for another student.	___ 1	___ 2	___ 3	___ 4	___ 5
5.6 Takes care of animals or helps hurt animals.	___ 1	___ 2	___ 3	___ 4	___ 5

INDIVIDUAL NEEDS ASSESSMENT INSTRUMENT

GOAL FIVE - GOOD CITIZENSHIP

		Never	Seldom	Usually	Often	Always
		1	2	3	4	5
Area 6 - HAS GOOD MANNERS.						
6.1	Tells those concerned of a change in his plans, when he has to change them suddenly.	1	2	3	4	5
6.2	Says he is sorry for being inconsiderate.	1	2	3	4	5
6.3	Picks up things dropped by another.	1	2	3	4	5
6.4	Is respectful and courteous in disagreeing with another.	1	2	3	4	5
6.5	Asks others to be quiet, respectful, considerate, or appreciative.	1	2	3	4	5
6.6	Offers to give something of his to another who also needs it or wants it.	1	2	3	4	5
6.7	Acts as a good host.	1	2	3	4	5

INDIVIDUAL NEEDS ASSESSMENT INSTRUMENT

GOAL FIVE - GOOD CITIZENSHIP

		Never	Seldom	Usually	Often	Always
		1	2	3	4	5
Area 7 - DEMONSTRATES RESPONSIBILITY.						
7.1	Says that he or others will be responsible for their own behavior.	1	2	3	4	5
7.5	Arranges for a makeup, after forgetting an assignment or missing a test.	1	2	3	4	5
7.7	Prepares a class presentation in science or enters a science contest.	1	2	3	4	5
7.8	Offers to bring materials to class that have to do with the subject being taught.	1	2	3	4	5
7.10	Offers to make or decorate bulletin board.	1	2	3	4	5
7.14	Sticks with job or task.	1	2	3	4	5

INDIVIDUAL NEEDS ASSESSMENT INSTRUMENT

GOAL FIVE - GOOD CITIZENSHIP

		Never	Seldom	Usually	Often	Always
		1	2	3	4	5
Area 8 - SHOWS TEAM SPIRIT - FAIR PLAY.						
8.1	Tries to help a group work well together.	___ 1	___ 2	___ 3	___ 4	___ 5
8.2	Having no ability to be a group leader, he offers his services to the group in a way other than leadership.	___ 1	___ 2	___ 3	___ 4	___ 5
8.3	Shows good team spirit.	___ 1	___ 2	___ 3	___ 4	___ 5
8.4	Shows he is a good sport about it after losing, and wishes the winner well.	___ 1	___ 2	___ 3	___ 4	___ 5
8.5	Plays by rules of game.	___ 1	___ 2	___ 3	___ 4	___ 5
Area 9 - SHOWS RESPECT FOR LAW, RULES, REGULATIONS.						
9.1	Defends, by statement, school or other rules.	___ 1	___ 2	___ 3	___ 4	___ 5
9.2	Obeys the teacher or school leader.	___ 1	___ 2	___ 3	___ 4	___ 5
9.3	Will not cheat.	___ 1	___ 2	___ 3	___ 4	___ 5
9.5	Tells person in charge that he has broken a rule.	___ 1	___ 2	___ 3	___ 4	___ 5
9.9	Reports others who are breaking school rules or other laws.	___ 1	___ 2	___ 3	___ 4	___ 5

INDIVIDUAL NEEDS ASSESSMENT INSTRUMENT

GOAL FIVE - GOOD CITIZENSHIP

		Never	Seldom	Usually	Often	Always
		1	2	3	4	5
Area 10 - SHOWS RESPECT FOR PROPERTY AND ENVIRONMENT.						
10.1	Returns things that have been lost or left around.	1	2	3	4	5
10.6	Tries to get others to respect another's property.	1	2	3	4	5
10.7	Tries to get others not to waste school supplies.	1	2	3	4	5
10.8	Tells another of damage to a property.	1	2	3	4	5
10.9	Does work to protect property.	1	2	3	4	5
10.15	Is neat and/or orderly.	1	2	3	4	5

INDIVIDUAL NEEDS ASSESSMENT INSTRUMENT

GOAL FIVE - GOOD CITIZENSHIP

	Never	Seldom	Usually	Often	Always
	1	2	3	4	5
Area 11 - ASSUMES RESPONSIBILITY WHEN NEED ARISES.					
11.1 Tries to prevent an injury to a person.	1	2	3	4	5
11.2 Tries to help control a fire, or calls fire department.	1	2	3	4	5
11.3 Tells another of a dangerous condition.	1	2	3	4	5
11.4 Breaks up a fight.	1	2	3	4	5
11.5 Takes over class and keeps order.	1	2	3	4	5
11.6 Sets up and/or runs a group project.	1	2	3	4	5

ANALYSIS OF INSTRUMENTS

The purpose of this section is to provide the Quality Education Program Study with information concerning the identification and selection of test instruments for assessing pupil development with regard to the Program's stated Ten Goals of Quality Education.

The identification and selection of test instruments for the Quality Education Program Study was done at two sites: the University of Alabama and the University of Nevada, Las Vegas. Dr. Sam Leles directed the work at the University of Alabama site, and Dr. James Case directed the work at the University of Nevada, Las Vegas site.

The test instrument identification and selection procedure at both sites was divided into three phases as follows:

Phase 1 — The initial identification at each site of test instruments for all ten goals of the Quality Education Program Study.

Phase 2 — The preliminary screening of the test instruments identified in Phase 1 for Goals I, III (Secondary), V, VIII, IX, and X (University of Nevada, Las Vegas), and Goals II, III (Elementary), IV, VI, and VII (University of Alabama).

Phase 3 — The final screening and analysis of the remaining test instruments from Phase 2.

After completion of Phase 1, the University of Alabama site and the University of Nevada, Las Vegas site, exchanged listings of the instruments thus far identified for all ten goals and completed Phases 2 and 3, using combined listings of instruments from both sites.

An extended description of each of these three phases of the identification and selection procedure as carried out at the University of Nevada, Las Vegas site, follows:

Phase 1 The Initial Identification of Test Instruments for The Ten Goals.

In mid-February, two graduate students at each University site were employed to make the initial identification search of test instruments for all ten goals of the Quality Education Program Study. The graduate students had previous teaching experience in public schools, and had taken considerable course work in testing, test analysis, test selection, etc., during their current graduate studies. All searchers were, therefore, familiar with the sources for the identification of test instruments.

The searchers were instructed to identify all possible instruments for all ten goals. The initial identification listing was to include the following for each instrument: title, form, author or publisher, date, grade level, a brief description of the appropriate uses of the instrument, and a bibliography notation on where the instrument was located during their search.

The criteria for the initial identification of an instrument was that the instrument appropriately measure any characteristic related to the following description of the ten goals:

I - Self Understanding
II - Understanding Others
III - Basic Skills
IV - Interest in School and Learning
V - Good Citizenship
VI - Good Health Habits
VII - Creativity
VIII - Vocational Development
IX - Understanding Human Accomplishment
X - Preparation for a Changing World

The following is a summary of the number of instruments initially identified by goal at the University of Nevada, Las Vegas site, during Phase 1:

I - 63	VI - 44
II - 43	VII - 35
III - 61	VIII - 37
IV - 36	IX - 35
V - 27	X - 28

These numbers of instruments were identified by a thorough search of the facilities at the University of Nevada, Las Vegas, and at the University of California at Los Angeles.

A listing of the above identified instruments was then sent to the Alabama site. A combined listing of the instruments identified at both sites, at the completion of Phase 1, gave the following number of instruments by goal (corrected for instruments concurrently identified at both sites):

I - 74	VI - 65
II - 56	VII - 57
III - 87	VIII - 62
IV - 53	IX - 55
V - 49	X - 50

A table summary of the numbers of test instruments identified and analyzed by goal for the Ten Goals of Quality Education is listed below. This listing and subsequent final selection of goal-related instruments are not to be considered as exhaustive nor listed in priority form.

SUMMARY

Number of Test Instruments Identified and Analyzed by Goal for The Ten Goals of Quality Education

Goal	No. of Instruments Identified in the Initial Search (UA + UNLV)	No. of Duplicate Instruments	No. of Instruments Analyzed	No. of Instruments Selected
I	84	10	74	26
II	65	9	56	18
III	97	10	87	39
IV	59	6	53	14
V	54	5	49	17
VI	71	6	65	20
VII	57	0	57	10
VIII	65	3	62	24
IX	59	4	55	19
X	53	3	50	22
Totals	664	56	608	209

Phase 2 The Preliminary Screening of the Test Instruments Identified in Phase 1.

The University of Nevada, Las Vegas site, performed a preliminary screening of test instruments from the above described combined listings for Goals: I, III(Secondary), V, VIII, IX, and X. The University of Alabama site concurrently performed a preliminary screening of the instruments from the combined listings for Goals: II, III(Elementary), IV, VI, and VII.

The following criteria were used at both University sites for the preliminary screening of the initially identified instruments from Phase 1 relating to each goal.

Goal One

The instrument must measure and/or identify those characteristics or attributes that provide information that would permit an individual to develop a better understanding of himself and his worth to society.

Goal Two

The instrument must measure and/or identify the individual's extent of acquiring understanding and appreciation of persons belonging to social, cultural, and ethnic groups different from his own.

Goal Three

The instrument must measure and/or identify the individual's extent of acquisition and/or mastery of the basic skills in the use of words and numbers.

Goal Four

The instrument must measure and/or identify the individual's acquisition of positive attitudes toward school and toward the learning

process.

Goal Five

The instrument must measure and/or identify habits and/or attitudes of an individual that are associated with responsible citizenship.

Goal Six

The instrument must measure and/or identify the individual's acquisition of good health habits and understanding the conditions necessary for the maintenance of physical and emotional well-being.

Goal Seven

The instrument must measure and/or identify the traits or characteristics encouraging creativity.

Goal Eight

The instrument must measure and/or identify the individual's knowledge and/or understanding of the opportunities open to him for preparing himself for a productive life.

Goal Nine

The instrument must measure and/or identify the individual's knowledge of, and/or understanding of, and appreciation of, human achievement in the natural sciences, the social sciences, the humanities, and the arts.

Goal Ten

The instrument must measure and/or identify those characteristics or attributes of an individual that relate to preparation for a life of change and unforeseeable demands.

Phase 3 The Final Screening and Analysis of The Test Instruments Remaining After Phase 2.

After the preliminary screening of the test instruments in Phase 2, the total number of instruments for each goal was reduced to approximately half.

The following criteria were used at both sites for the final screening and analysis of the test instruments remaining from Phase 2:

Goal One

The instrument must measure and/or identify characteristics and/or attributes of self concept, and knowledge and/or understanding of societal structures and relationships, and his relationship to these. Examples of the foregoing were: social emotional adjustment; response to ideas, people and established institutions; sense of personal worth, personal freedom, belonging; being with others; political, social, and religious values; emotional adjustment; personal preferences; self confidence; needs and problems identification; friendliness; integrity; leadership and responsibility; value complex development; emotional maturity.

Goal Two

The instrument must measure and/or identify traits or characteristics an individual achieves in attempting to understand and appreciate other persons belonging to social, cultural, and ethnic groups. Examples of the foregoing are: social standards, anti-social tendencies, community relations; generalized attitudes toward nationality, racial, and religious groups; a study of what different people will do in different situations; morality and personality traits, perception of others; independence, leadership, interpersonal traits; and social distance.

Goal Three

The instrument must measure and/or identify the individual's extent of acquisition and/or mastery of the basic skills in: acquiring ideas through listening and reading; communicating through writing and speaking; handling mathematical operations, and the ability to reason logically and to respect evidence. Examples of the foregoing were: assessment of reading comprehension, progress and growth; assessment of vocabulary, reading speed and accuracy; measurement of auditory memory and alertness; sound-symbol association ability; sensitivity to grammatical structure; listening ability; understanding of word meaning and sentence meaning; location of information; ability to select central ideas and skim; ability to think critically, draw influences, recognize assumptions and reason logically; spatial and numerical reasoning; measurement of concepts and skills in structure and number; recognition and application of mechanics of writing, building of sentences and paragraphy; measurement of arithmetic problem-solving abilities.

Goal Four

The instrument must measure and/or identify positive attitudes toward school and learning. Descriptions include school life; interest index; attitudes toward disciplinary procedure, play, vocation and school work; opinion of school, interests, and subjects.

Goal Five

The instrument must measure and/or identify knowledge of and habits and/or attitudes associated with: loyalty to the fundamental principles of a free democratic society; effective participation in group activities either as a leader or follower; an appreciation and acceptance of the necessity for earning a living; the acceptance of the basic

ethical values of group living, e.g., honesty, concern for the less fortunate, etc. Examples of the foregoing were: assessment of knowledge and understanding of political participation, government organization and services; familiarity with issues that confront citizens in a democrary, e.g., urban problems, economic affairs, foreign policy; knowledge and understanding of the United States Constitution and federal government policies and political participation; assessment of attitudes toward changing the Constitution; assessment of actual and desired political-social activism; assessment of values relative to political controls; measurement of knowledge and understanding of democratic principles of the United States; understanding of social change; measurement of social conformity, prejudice, and degree of open/closed mind; assessment of active involvement in current social or political problems; identification of economic wants; measurement of appreciation of the role of economic factors in one's life.

Goal Six

The instrument must measure and/or identify health behavior from the viewpoint of student practices; understanding conditions necessary for maintaining good health habits; knowledge and application of safety education concept; practices and attitudes one holds regarding health habits; the causes and effects related to good health.

Goal Seven

The instrument must measure and/or identify factors in creative thinking. Examples of related terms are: logical thinking, divergent thinking, ideational fluency, expressional fluency, optimistic-imagination, style preferences, generalizing, analyzing, synthesizing and evaluating.

Goal Eight

The instrument must measure and/or identify the individual's knowledge and/or understanding of the educational and vocational opportunities open to him for preparing himself for a productive life. It is explicitly implied that the test instruments selected for this goal will also be used for educational/vocational guidance purposes. Examples of the foregoing were: measurement of mental abilities important for academic success and related endeavors outside the classroom; measurement of scholastic ability of students planning to go to college; prediction of success and satisfaction in an occupation; preference for, liking for, or interest in a vocation; assessment of work values; measurement of aptitude for skills in selected occupations; interest in selected occupational activities; measurement of abilities necessary for success in selected occupational fields; measurement of attitudes toward a vocation; assessment of personal qualities related to job success or failure; educational and vocational planning inventories.

Goal Nine

The instrument must measure and/or identify the individual's knowledge of and/or understanding of, and appreciation of, human achievement regarding the transforming conceptions of modern science, basic sociological and psychological principles, and the differentiation of the worthy from the worthless in the arts and humanities. Examples of these were: measurement of understanding of music and artistic heritage; measurement of knowledge and comprehension of literature; assessment of understanding of recent social and scientific developments; knowledge, understanding, and appreciation of art, music, drama, and philosophy; measurement of awareness of works of famous composers, writers, and

artists; measurement of ability to interpret literary materials; measurement of understanding of general scientific principles, the nature of scientific inquiry and scientific reasoning.

Goal Ten

The instrument must measure and/or identify those characteristics or attributes of an individual that relate to preparation for a life of change and unforeseeable demands. This goal explicitly implies a necessity for continuing education - both formal and/or informal, both recreational and/or vocational (or occupational) - to fill the life-long needs of the individual and society. Selection criteria for test instruments for this goal must, therefore, reflect general interests, attitudes, preferences, etc., toward work and leisure; thus the selected instruments would provide information useful to an individual for future leisure-time and vocational planning - planning that is necessary because of the rapidly changing economic and recreational nature of our world. Examples of these were: identification of behavior preferences; identification of personal problems, e.g., personal finance, planning for future, personal interests; measurement of variability and adaptability; desire for responsibility; interest in self-employment; assessment of aspirations at both idealistic and realistic levels; measurement of independence and resourcefulness; assessment of values which influence manner of coping with life-problems; classification of individual as to type, theoretical-non-theoretical, political-non-political, etc.

GOAL FIVE - GOOD CITIZENSHIP

I N S T R U M E N T S

T I T L E	FORM	AUTHOR OR PUBLISHER	DATE	GRADE LEVEL	DESCRIPTION	REF. NO.
Cooperative Social Studies Tests-Civics	A,B	Educational Testing Service	1964	8-9	Emphasis is on citizenship, political participation, government organization, services at all levels.	342
Cooperative Social Studies Tests-Problems of Democracy	A,B	Educational Testing Service	1964	10-12	Reflects the diversity of issues which confront citizens in a democracy, with almost equal emphasis on political questions, foreign policy issues, urban problems, and economic affairs.	342
Cooperative Social Studies Tests-American Government	A,B	Educational Testing Service	1964	10-12	Places major emphasis on the United States Constitution and the federal government, with attention focused on government policies and political participation.	342
Peltier-Durost Civics and Citizenship Test		C. L. Peltier & W. N. Durost	1970	10-12	A measure of: extent of student knowledge in civics and citizenship, student attitudes and beliefs in this area.	428

Attitude Toward the Constitution of the United States		Rosander and Thurstone	1931		21-item scale. For the most part the items question whether the Constitution should ever be criticized or changed. There are no questions regarding interpretation of the Constitution. 324
Activity Scale		L. C. Kerpelman, M. J. Weiner	1970	7-12	A 24-item scale. Assesses students actual and desired political-social activism in terms of physical participation, communication activities, and information-gathering activities. 101
Values and Public Dissent: I-Preliminary Measures		Rutgers, The State University	1969		90 value items. Founded on a system model of political processes, and a review of studies relating values to political controls. 102
California Tests in Social and Related Sciences	AA BB	California Test Bureau	1955	Elem. Adv.	Tests are designed to measure outcomes of common content in social studies and basic sciences to appraise understanding of relationships to new situations in these areas, rather than mere acquisition of information. Includes American heritage, creating a new nation, nationalism, and U.S. in tradition. 149

GOAL FIVE - GOOD CITIZENSHIP

I N S T R U M E N T S

T I T L E	FORM	AUTHOR OR PUBLISHER	DATE	GRADE LEVEL	DESCRIPTION	REF. NO.
Principles of Democracy Test		Science Research Associates, Inc.	1961	9-12	Measures knowledge and understanding of democratic principles of the United States.	193
Principles of American Citizenship Test	A,B	Columbia Univ. Teachers' College. C. A. Gregory Company	1953	11-12	Measures: Knowledge of documented accomplishments of liberty, knowledge of ideals of democracy, knowledge of issues in a democractic society.	712
Sequential Tests of Educational Progress (STEP)	4A-4B 3A-3B 2A-2B 1A-1B	Cooperative Test Division	1968	4-12	Understanding of social change, identify values, distinguish fact from opinion, economic wants, etc.	705
Collyer Test of Democratic Attitudes		G. A. Collyer, Stanford University	1944	High Sch.	Attitude scale; pupil asked to agree or disagree with statements.	558
Human Relations Inventory	A	Psychometric Affiliates	1959	9-12	Measures social conformity.	695

Scale of Economic Beliefs		Eight year study; Progressive Education Association		High Sch.	Measures appreciation of the role of economic factors in one's life. Series of responses to stated problems.	668
F-Scale		T. W. Adorno; Appleton-Century-Crofts, New York	1950	High Sch.	Provides indirect measure of prejudice.	633
Orientation Scale		M. Rokeach	1953	High Sch.	Distinguishes between open and closed mind.	635
Interest Index	Test 8.2a	Eight year study; Progressive Education Association		High Sch.	Determines active involvement in current social or political problems.	672

I N D E X

GOAL (Cross-Reference)	REFERENCE	CODE NO.
#5	Eric-Research in Education. Washington, D.C.: U.S. Dept. of Health, Education, and Welfare/Office of Education, 1970.	101
#5	Ibid., 1969	102
#5	Duran, J.C. (Ed.), CTB/McGraw-Hill. Monterey, California: Del Monte Research, 1970-71, p. 18.	149
#5	Science Research Associates, Inc. Evaluation and Guidance Catalog. Palo Alto, California: Science Research Associates, Inc., 1971, p. 130	193
#5	Shaw, M.E. and J.M. Wright. Scales for the Measurement of Attitudes. New York: McGraw-Hill Book Company, 1967, pp. 157-8.	324
#5	Catalog 1968: Tests Materials Services. New Jersey: Educational Testing Service, 1968, p. 8.	342
#5	Buros, O.K. (Ed.). Tests in Print. New Jersey: The Gryphon Press, 1961, #1811	428
#5	Collyer, G.A, A Study of the Attitude Variable, Allegiance to Democratic Values, with a Group of Selected Junior College and High School Students, (Unpublished Doctoral Dissertation, Stanford University, 1944).	558
#5	Adorno, T.W., Frenkel-Brunswik, E. The Authoritarian Personality, New York: Harper and Row, 1950.	633
#5	Loree, M. Ray, Psychology of Education, The Ronald Press Company: New York, 1970, p. 469-70.	635
#5	Bloom, Benjamin, Taxonomy of Educational Objectives: Affective Domain, David McKay Company: New York, 1969, p. 144.	668

#5 Evaluation in the Eight Year Study, Progressive Education Association: Chicago, 1939, Test 8.2a. 672

#5 Bernberg, Raymond E., Personality Correlates of Social Conformity, Journal of Social Psychology, May, 1956, pp. 309-312. 695

#5 Liggitt, William A., An Evaluation of General Education in Elementary Teacher Preparation: Journal of Educational Research, November, 1963, pp. 156-59. 705

#5 Citizenship Education Project, Premises of American Liberty with Citation of Basic Documentation, New York: Columbia Teachers College, 1952, p. 15. 712